ACTIVE ONLINE READING - STAFF SURVEY

Active Online Reading - Staff Survey

INTRODUCTION

Reading is fundamental to studying at university – it is relevant to everyone who studies and teaches in higher education. Over the past two decades, academic reading has shifted online, a process that has accelerated since the Covid-19 pandemic. Rather than engaging with physical objects (books, journals) in spaces such as libraries, much reading at university now focuses on digital texts and takes place in online spaces. This survey is part of a project, Active Online Reading, that explores some of the implications of these shifts for teaching and learning at university by examining how students read online for their studies and how lecturers teach them to do so.

The survey is designed to gather data on how your students are taught to read within your academic discipline, although we recognise that such instruction may be delivered elsewhere in the institution – e.g. by library or other professional service staff. We're keen to know about the extent to which – and how – you develop students' ability to read online in your own teaching, as well as how such capabilities are developed within your department and institution.

Before beginning the survey, we wanted to define some key terms for you and to give you some examples of how they apply in practice. Online Learning: learning that is conducted and/or materials that are delivered via online or mobile technologies. An example would be watching a recording of a lecture or students sharing their ideas with one another on a discussion board. Online Reading: reading that takes place in an online space while the reader is connected to the internet. Such reading may take place synchronously or asynchronously. (This is distinct from Digital Reading which refers to reading an electronic text whether online or off-line; similarly, it is distinct from Digital Literacy, the process of finding and evaluating sources online). An example would be reading an article via a university library's website. Active Reading: the practice of deep engagement with a text using techniques of annotating, responding, questioning, summarising, and sharing. An example would be reading an academic article and making notes on it with a fellow student in a shared document. We realise that since March 2020, much teaching has shifted online. Depending on your discipline, you may therefore have taught largely in online contexts for well over a year. For those of you who are new in post, this may be your main or only experience of university teaching. We encourage you to reflect, as far as possible, on pre-pandemic teaching and your experiences of online teaching during the pandemic, especially insofar as you think that they might affect ongoing pedagogic practice within your discipline. This survey should take about 10 minutes to complete. At the end of the survey, you will be asked to provide informed consent. If at any point during the course of completing the survey, you can withdraw your consent by simply closing the browser window. This project has received ethical approval at the University of Lincoln (reference 2404). You can find out more about the project here: Website. If you want to know more about the project, please contact: jwood@lincoln.ac.uk

Q1 **Demographic data**

○ Country in which you teach i.e., UK / if other - please specify.

○ _____

○ Job Title/Role _____

○ Institution _____

○ Subject/Discipline _____

Q2 **In general, how would you describe the effectiveness of students' academic reading practices (online and offline)?**

_____

_____

_____

_____

_____

Q3 **How do you encourage students to engage in reading (online and offline) in your discipline?**

_____

_____

_____

_____

_____

Q4 How important is online reading to students' learning in your discipline?

(1-10: where 1 = not important at all and 10 = indispensable)

	Not important at all (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	Indispensable (10)
Please select an option	○	○	○	○	○	○	○	○	○	○

Q5 **Please explain your answer.**

_____

_____

_____

_____

_____

Q6 **What sorts of challenges do students face when reading online for their academic studies?**

_____

_____

_____

_____

_____

Q7 In general, how much attention do you devote in your own modules to developing students' ability to read online?
(1-10, where 1 = none at all and 10 = it is an explicit part of the module(s) and learning outcomes).

	None at all (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	It is an explicit part of the module (10)
Please select an option	○	○	○	○	○	○	○	○	○	○

Q8 **How important are the following parts of your institution in developing your students' skills in academic reading (online and offline)?**
(1-10, where 1 = not important at all and 10 = vitally important; please leave blank if you don't know)

	Not important at all (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	Vitally Important (10)
Faculty/College	○	○	○	○	○	○	○	○	○	○
Department/School	○	○	○	○	○	○	○	○	○	○
Course/Programme	○	○	○	○	○	○	○	○	○	○
Personal Tutoring	○	○	○	○	○	○	○	○	○	○
Library	○	○	○	○	○	○	○	○	○	○
Student Services	○	○	○	○	○	○	○	○	○	○
Study Skills Specialists	○	○	○	○	○	○	○	○	○	○
Peer Support Schemes (i.e., student-to-student mentoring/ instruction)	○	○	○	○	○	○	○	○	○	○
Other (please give examples)	○	○	○	○	○	○	○	○	○	○

Q9 **Have you found any resources, platforms or tools particularly effective in helping to develop students' online reading? How have you made use of them? Please share details with us here.**

_____

_____

_____

_____

_____

- -

Q10 **If you have any further comments on the teaching of reading online for academic study, please add them here.**

_____

_____

_____

_____

_____

CONSENT

I voluntarily agree to take part in this study. I have read and understood the information above about the purpose and details of the study. I understand that I am under no obligation to take part in the study, have the right to withdraw from this study at any stage for any reason and without explanation simply by closing the browser tab before completing the survey. I understand that my answers are anonymous and that all the personal information I provide will be processed in accordance with data protection legislation on the public task basis and will be treated in strict confidence.

○ **Clicking this box indicates my informed consent.**

HOW TO FIND OUT MORE:

Check out our Website   Sign up to our mailing list.

GET INVOLVED:

If you have any resources that you'd like to share with us, then please email Jamie Wood at jwood@lincoln.ac.uk   We'd love for you to share the student version of this survey with your students so please do feel free to pass it on to them - Student survey link.